

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 FEB -1 PM 2:33 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Application deadline:	5:00 p.m. Central Time, February 6, 2018	
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

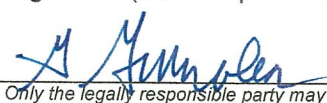
Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Eagle Pass ISD	159-901			
Vendor ID #	ESC Region #			
1-74-1000701-1	20			
Mailing address		City	State	ZIP Code
1420 Eidson Road		Eagle Pass	TX	78852-5410
Primary Contact				
First name	M.I.	Last name	Title	
Norma	R.	Serna	School Improvement Director	
Telephone #	Email address		FAX #	
830-773-5181 ext. 1022	nserna@eaglepassisd.net		830-773-7612	
Secondary Contact				
First name	M.I.	Last name	Title	
Samuel		Mijares	Deputy Superintendent C&I	
Telephone #	Email address		FAX #	
830-773-5181	samijares@eaglepassisd.net		830-773-7612	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Gilberto		Gonzalez	Superintendent
Telephone #	Email address		FAX #
830-773-5181	ggonzalez@eaglepassisd.net		830-773-7252
Signature (blue ink preferred)		Date signed	



01/25/2018

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 159-901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 159-901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 159-901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 159-901

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

H.B. Gonzalez Elementary
Ray H. Darr Elementary

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Eagle Pass ISD is finding ways to prepare children for this increasingly complex and digital world. "Digital learning is the great equalizer. It holds the promise of extending access to rigorous high quality instruction to every student across America, regardless of language, zip code, income levels, or special needs." This quote, from the 2010 article *Digital Learning Now* by Jeb Bush and Bob Wise, encapsulates the technology-lending program designed by Eagle Pass ISD. **TAKE 5**, Tools for Accessing Knowledge Everywhere, will ensure that 5th grade students at two of the district's lowest performing, highest poverty schools, will have access to digital learning opportunities twenty-four hours a day, seven days a week. **TAKE 5** directly aligns with the district's mission to meet the diverse needs of all students by providing extended learning opportunities to students who do not currently have the tools necessary to access those digital options.

The budget for **TAKE 5** was developed by the district and local campus management teams based upon careful consideration of student needs, available technology options, and grant funding. The team determined that our fifth grade classes at two district campuses were in most need of participation in this program. The team researched educational technology options available and determined the Samsung Chromebook best met the specific needs of these students. In order to ensure the successful implementation of a blended classroom, it was determined that all participating **TAKE 5** students will receive a notebook computer for their individual use. In order to ensure extended learning opportunities for all participating students, **TAKE 5** will also ensure Internet connectivity through the purchase of individual hotspot devices as needed.

The purpose of the Technology Lending Program Grant is to allow districts to move forward with the implementation of electronic instructional materials while ensuring access for students through loaned equipment for learning both at school and at home. The grant is specifically designed to address economically disadvantaged students. Eagle Pass has selected H.B. Gonzalez Elementary (83.4% ED) and Ray H. Darr Elementary (78.9% ED) as **TAKE 5** campuses. While Eagle Pass has an active technology program in place, providing multiple avenues of digital access to students during the school day, the lack of digital accessibility at home has been a barrier to many of these students. **TAKE 5** will provide students with the tools to access digital learning opportunities 24/7.

The Eagle Pass district improvement team took the lead in the needs assessment process as the development of **TAKE 5** was undertaken. This group, made up of district personnel, parents, and community stakeholders, regularly meet to address the needs of students in the school district. As the **TAKE 5** program has taken shape and participating schools have been selected, specific teams at the district and each local campus have been developed to oversee the efficacy and monitor implementation of the plan. These groups include district and school administrators and teachers, parents, technology personnel, and community stakeholders.

Eagle Pass has developed a comprehensive management plan for **TAKE 5** that addresses both district and local school issues. The district school improvement director will take the lead in overall management of the program at the district level. In this role, the SI director coordinates the development and implementation of the **TAKE 5** plan and works closely with the Superintendent and local site-based committees on all aspects of the program. Due to the highly technical nature of the program, both the Instructional Technology Director and the Chief Technical Officer will be actively involved in program implementation. Instructional officers at the campus level will ensure all academic standards are being met. The administrators at the **TAKE 5** campuses will serve as lead managers on local school sites.

The **TAKE 5** teams at the local and district level have developed a careful evaluation plan to provide the information needed to ensure the program is addressing the needs of program participants. Formal evaluation methods include classroom walkthroughs; program usage reports; student, parent, and teacher surveys; and assessments, both

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 159-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

formative and summative. In addition to these formal evaluation procedures, teams will be conducting continuous informal assessments to assure that **TAKE 5** is being implemented to fidelity.

District and school level personnel have worked together to ensure that the statutory requirement and all TEA requirements have been met in the development of the **TAKE 5** program proposal.

Statutory Requirement 1 will be met by identifying availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices.

TEA Requirements 1-7 are met as follows:

1. The **TAKE 5** lending program aligns with the District's mission, goals and school improvement goals.
2. A plan to provide Internet access to student residences with the highest need for off-campus Internet access has been designed.
3. All instructional materials used as part of **TAKE 5** are aligned with the state's Texas Essential Knowledge and Skills (TEKS) standards.
4. Eagle Pass ISD classrooms are all equipped with digital instructional materials in the core content areas.
5. The infrastructure at the two participating campuses is adequate to support the addition of the grant purchased digital equipment to the Local Area Network and to the Internet with the current available bandwidth. District and local school technology personnel will provide technical support for the **TAKE 5** equipment and will use the same high quality on-site, online, and help resources available to all schools.
6. The Project Management Team has articulated a detailed description concerning the project's administration of **TAKE 5** by patterning the process on current lending programs and including technical services personnel. All technology lending equipment will be maintained in proper working condition. A Technology Lending Agreement has been developed for the lending of devices to students and will be used for **TAKE 5**. The Project Management Team assures a Technology Lending Agreement will be signed by the parents/guardians of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
7. All technology lending equipment will be accounted for per local policy, including providing insurance.

Learners must have access to relevant technologies, tools, resources, and services for personalized learning. Grant funds will be used cohesively to ensure students' access to digital devices. The logistics of Technology Lending Programs will be used as a pattern for **TAKE 5** to help insure a smooth implementation of the project for all participating students. The current loaning of laptop/technology carts to classrooms at the participating campuses will serve as the model for whole class instruction and is available to all students at both campuses.

The district's Technology Plan is not on file with TEA. The required program-related attachment is being submitted as an attachment. Technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.

The vision of Eagle Pass ISD is to "create opportunities for tomorrow's leaders to succeed". Technology emersion for our highest need students along with 24/7 access to rigorous, meaningful digital learning opportunities is vital to ensuring our vision becomes reality. The district has committed to supplementing multiple areas of the grant funding to ensure full and successful implementation of **TAKE 5**. The program has been designed with future expansion to other grade levels and school campuses in mind.

Through this grant, our aim is to even the playing field for our low-income students to access the digital tools necessary to succeed inside and outside of the classroom. Eagle Pass ISD is aimed at closing the gap and empowering students with the 21st-century digital literacy and skills that will help them compete in today's digital economy.

Eagle Pass ISD assures that access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home will be provided through this grant.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 159-901			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$40,246	\$	\$40,246
Schedule #9	Supplies and Materials (6300)	6300	\$57,280	\$	\$57,280
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$	\$	\$
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$97,526	\$2,474	\$100,000
Administrative Cost Calculation					
Enter the total grant amount requested:					\$100,00
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$2,474
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 159-901

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Mobil Hotspot Pro with Internet access to students' homes	\$40,246
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$40,246
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a and b) Grand total		\$40,246

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 159-901		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$57,280
Grand total:		\$57,280

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 159-901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$0
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 159-901			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1		0	\$0	\$0
2			\$	\$0
3			\$	\$0
4			\$	\$0
5			\$	\$0
6			\$	\$0
7			\$	\$0
8			\$	\$0
9			\$	\$0
10			\$	\$0
66XX—Software, capitalized				
11		0	\$0	\$0
12			\$	\$0
13			\$	\$0
14			\$	\$0
15			\$	\$0
16			\$	\$0
17			\$	\$0
66XX—Equipment, furniture, or vehicles				
18		0	\$0	\$0
19			\$	\$0
20			\$	\$0
21			\$	\$0
22			\$	\$0
23			\$	\$0
24			\$	\$0
25			\$	\$0
26			\$	\$0
27			\$	\$0
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 159-901

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	169	100%	
Limited English proficient (LEP)	93	55%	
Disciplinary placements	0	0%	
Attendance rate	NA	%	
Annual dropout rate (Gr 9-12)	NA	%	

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						169								169

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Schedule #13—Needs Assessment

County-district number or vendor ID: 159-901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with “need” defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Eagle Pass ISD has an active, established needs assessment process. Needs assessment is not a one-time annual event, but rather an on-going, continuous process, providing district personnel with the information and insight necessary for evidence-based decision-making.

The district’s needs assessment utilizes a five step process:

- | | |
|----|-----------------------------|
| 1) | Establish purpose and team; |
| 2) | Gather data; |
| 3) | Analyze data; |
| 4) | Analyze root cause; and |
| 5) | Prioritize needs. |

The **purpose** of the needs assessment must be understood and aligned to the shared vision and mission for the district/campus. **Gathering data** ensures that all data essential for the completion of a thorough profile of the district/campus has been retrieved. **Data analysis** allows the team to gain insight into what the data are saying about the work at the district/campus. **Root cause analysis** helps to identify why a problem has occurred. The final step in our needs assessment process is to **prioritize needs**.

- | | |
|----|---|
| 1) | For the TAKE 5 program, the purpose of the needs assessment was to determine which campuses, subjects and/or grade levels should be targeted for the Lending Program, aligning with the district’s mission to meet the diverse needs of all students. The district leadership team, comprised of district personnel, parents and community members, took the lead in the assessment process. |
| 2) | For TAKE 5 , gathered data included Clarity, a technology survey instrument results, state and local testing results, student demographic data, student surveys and formal/informal classroom observations. |
| 3) | To determine the focus of TAKE 5 , specific data areas were analyzed. The team examined state testing scores by school, grade level, and subgroup. The team also analyzed student demographic data by school and grade level related to number of students classified as Economically Disadvantaged and the number classified as English Language Learners. TAPR Data revealed 83.4% of the student population of H.B. Gonzalez is ED, and 63.8% are ELL. Ray H. Darr Elementary serves a population that is 78.9% ED and 47.3% ELL. Student assessment data indicated large numbers of 5 th grade students at these two campuses were in need of accelerated interventions before and after the first administration of the state assessment, this need was particularly severe in relation to ELL students. A survey of 5 th grade students on these campuses revealed that limited access to computers and internet at home was a barrier to student access of the digital learning opportunities provided by the district to support learning outside of the school day. |
| 4) | Once the root causes were identified, the final step for the TAKE 5 team was to determine the needs that have the highest priority. Our Root Cause analysis revealed that because these students are without online access to complete/extend school work at home these disconnected students fall further behind their connected peers. |
| 5) | Careful examination of data led the team to select the two schools with highest numbers of ELL and ED students and low reading test scores for implementation of TAKE 5 . Our prioritized needs pinpointed the necessity to embrace technology as a means of providing extended and quality learning time in the area of reading through dedicated access to a personal technology device for these students. |

All classrooms in Eagle Pass ISD are “intelligent classrooms” equipped with interactive white boards. Students have some access to computers during the school day, both in the school computer lab and through mobile technology carts that provide students with access to laptop computers in their classroom on a rotating basis. These programs provide the targeted 5th grade students with access to digital learning opportunities on a limited basis while on the school campus. **TAKE 5** will provide 5th grade students at the targeted schools with access to individual computers throughout their school year. Due to the socio-economic make-up of the student population, many of the students have no access at all to a computer at home, and many who do have a computer do not have the access to the internet needed to connect to the digital learning programs that could provided extended learning opportunities to these students.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 159-901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Provide 5 th grade students at the two targeted schools with extended learning opportunities.	TAKE 5 will provide each student with a notebook computer assigned specifically to him or her for use during the school year - at school and at home. The computer will have digital learning programs loaded directly onto the device and will provide students with the opportunity to access research-based web-based learning programs provided by the district. Having access to the devices at home will expand student learning opportunities from the traditional school hours to 24 hours a day, 7 days a week.
2.	Ensure 5 th grade students at the two targeted schools have access to tools previously unavailable to them.	TAKE 5 will provide students with classroom and home access to computers and computer based learning programs at all times. In addition to notebook computers, Internet connectivity devices will be provided to ensure that all students will have access to the Internet in order to utilize digital learning supports. The connectivity devices will provide students with wireless connection to the Internet at home, allowing for 24/7 access to digital learning opportunities.
3.	Provide 5 th grade students at the two targeted schools with academic intervention and support in Reading.	TAKE 5 will provide students with a variety of reading intervention and support programs, along with access to their core reading digital texts and resources. The current programs, along with new programs bundled with the new devices, will be available through online access with the addition of a mobile hotspot device that will allow 24/7 access to the internet.
4.	Provide 5 th grade students at the two target schools with a program reflecting up-to-date knowledge from scientifically based research and effective practice to include mastery of the grade appropriate Digital Citizenship strand on the Technology Applications Texas Essential Knowledge and Skills.	Take 5 will provide students with extended learning opportunities that are scientifically research based and effective practice to address instructional needs and the grade appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
5.	Provide 5 th grade students at the two target schools with a blended classroom learning environment.	TAKE 5 will allow the 5 th grade classrooms at the two target schools to become totally blended classrooms by providing every student with full access to a notebook computer. These tools, in conjunction with the technology already in place, will allow teachers increased opportunities for individualized instruction and project based learning. Structured classroom use of the computers will provide students with the opportunity to expand their computer literacy skills.

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Schedule #14—Management Plan

County-district number or vendor ID: 159-901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	School Improvement Director	Oversees school improvement initiatives, works closely with Superintendent and stakeholders on grant requests and the monitoring of projects. Certifications include: BA, M Ed. Mid-management certificate, Bilingual/ESL Endorsement
2.	Instructional Technology Director	Provides instructional technology training and technical support. Oversees IMA funds. Certifications include: Mid-management certification, BA, M Ed., Mid-management and Superintendent certification
3.	Chief Technology Officer	Oversees District Technology Operations. Certifications include: Bachelors in Mathematics, M Ed. in Instructional Technology
4.	Instructional Officers	Facilitate all instructional programs. Certifications Include: BA and M Ed.
5.	Participating Principals	Campus Principals. Certifications include: BA, M. Ed, and Mid-Management Certification

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Plan for the implementation of the grant	1. Review/revise lending program handbook	03/05/18	03/23/18
		2. Update student responsible use policy	03/05/18	03/23/18
		3. Develop grant committee	12/18/18	01/12/18
		4. Advertise program to the community	04/04/18	04/18/18
		5. Establish student eligibility	01/08/18	01/30/18
2.	Provide professional development	1. Provide grant overview	04/09/18	04/13/18
		2. Blended Learning Reading Curriculum PD	04/16/18	04/25/18
		3. Blended Learning	04/16/18	04/25/18
		4. Teacher troubleshooting PD	04/16/18	04/25/18
		5. Administrator PD	04/16/18	04/25/18
3.	Prepare equipment and check out equipment	1. Get quotes for Chromebooks & internet access	01/09/18	01/19/18
		2. Acquire board approval for purchase	04/10/18	04/10/18
		3. Image computers with District image	04/27/18	04/27/18
		4. Hold orientation meeting for families	04/09/18	04/19/18
		5. Collect agreements, inventory, check out equipment	04/09/18	04/19/18
4.	Evaluate effectiveness of grant and check in equipment	1. Conduct walkthroughs and prepare reports	05/01/18	08/31/19
		2. Conduct student and teacher surveys for feedback	01/28/18	01/30/18
		3. Hold committee meetings and prepare reports	05/01/18	08/31/19
		4. Hold Chromebooks inventory checks	04/27/18	08/31/19
		5. Check in Chromebooks and inventory	04/27/18	08/31/19
5.	Adjust Plan as Needed Based on evaluations throughout the project.	1. Adjust plan based on input from walkthroughs	05/01/18	08/31/19
		2. Adjust plan based on survey results	05/01/18	08/31/19
		3. Adjust plan based on committee reports	05/01/18	08/31/19
		4. Adjust inventory	04/27/18	08/31/19
		5. Adjust checkout procedures	05/01/18	08/31/19

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 159-901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Process and Procedures	Plan for Attaining Objectives	Communication
The district will create a committee consisting of each participating campus' Site-Based Decision Making committee, Reading Director, School Improvement Director, Instructional Technology Director, and Chief Technology Officer. This grant committee will meet quarterly to monitor and adjust the effectiveness of the grant at each campus. The business office will monitor grant expenditures; the Technology Department will offer staff development, technical support, as well as maintain equipment and software, and the Reading Director will monitor the progress of students.	Monitoring checkpoints have been established and objectives not completed will be identified and corrected. To ensure continuous improvement in the operation of the project conducted walkthroughs, student and teacher surveys, and grant committee meetings will be used for feedback and corrective action will be taken as needed and documented on the timeline. The current technology staff will provide the specialized expertise to enable the campuses to facilitate the grant implementation.	Once the grant is awarded, the project manager will initially inform campuses and district stakeholders of the project activities, roles and responsibilities of all participants listed in the grant, establish communication methods, and distribute the grant timeline. In order to keep all program participants informed, four times a year, the project manager will chair the grant committee meetings to monitor the grant timeline and report the findings. Each month, the project manager will report grant timeline progress, problems, and adjustments during one-on-one meetings with the Superintendent. Any policy issues that may arise during implementation will be addressed during these meetings.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Eagle Pass ISD prides itself in effectively implementing a systematic collaborative approach to monitor evidence of implementation and evidence of impact of all ongoing projects. A District Leadership Team and Campus Leadership Teams have been established exclusively for this purpose.

As a District, every effort has been established to ensure true collaboration of teams to include all stakeholders. As an example, the district has an establish District Leadership Team that is implementing the Texas Accountability Intervention System process. All Directors, principals, and recommended team members met to conduct a needs assessment, data analysis, and create a district improvement plan that would meet the exclusive needs of our finding. Once our plan was completed, it was presented to the board of trustees for approval, and then presented at a principals meeting. Instructional officers were trained on the required interventions and have met monthly to review data and plan on possible derailments. Quarterly reports are presented to principals with a dialogue session to document concerns or recommendations. A Team of Directors then visited every campus to monitor evidence of implementation and evidence of impact of all required activities. A debrief was conducted with every principal with recommendations on findings. The District Leadership Team has an established schedule to meet throughout the year to review all data gathering and monitoring of project.

Technology immersion for our highest need students along with the 24/7 access to rigorous, meaningful digital learning opportunities is vital to ensuring our vision for this project becomes a reality. The district has committed to supplementing multiple areas of the grant funding to ensure full and successful implementation of **TAKE 5**. The program has been designed with future expansion to other grade levels and school campuses in mind.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 159-901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Classroom walkthroughs/ Conducted monthly at each campus	1.	Students will actively use notebook computers in classroom setting.
		2.	Lesson plans will reflect grade appropriate Digital Citizenship Applications
		3.	Lesson plans will reflect extended day activities using digital devices
2.	Students/parents/teacher program satisfaction surveys/ Conducted quarterly	1.	80% of student survey responses will be satisfied or highly satisfied
		2.	80% of parent survey responses will be satisfied or highly satisfied
		3.	80% of teacher survey responses will be satisfied or highly satisfied
3.	Teacher/Program usage reports/ Monitored on a monthly basis	1.	80% of students will use digital programs 20 hrs a month out side of school
		2.	80% of students will complete 1 digital assignment per week outside school
		3.	100% of participating students will have access to scientifically research based digital programs out side of school
4.	Formative assessments	1.	80% of students will score 75% or higher
		2.	80% of ELL students will score 75% or higher
		3.	80% of ED students will score 75% or higher
5.	Summative assessments	1.	80% of students will show improvement on state assessments
		2.	80% of students will show mastery of grade appropriate Digital Citizenship strand on Technology Applications TEKS
		3.	80% of ELL and ED students will show improvement on state assessments

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TAKE 5 project committees will be in place at both school sites as well as at the district level. The site-based committees conduct continuous, on-going informal evaluations and review of the program and will meet formally with the district project director on a monthly basis. The district committee will meet on a quarterly basis. Walk-through data, survey data, usage reports and assessment data will be collected by site-based committee members and communicated to the district program director who will share the information with the district committee.

The district's five step needs assessment process will be implemented at the local school level and at the district level to ensure that the program is operating as designed. Data will be collected and analyzed. If problems arise, the root cause will be determined and decisions made as to what adjustments need to be made to ensure successful implementation of the project.

Due to the nature of the project, student and parent feedback, both formal and informal will play an important role in ensuring that **TAKE 5** is meeting the identified project needs. While a formal evaluation process has been designed, **TAKE 5** committee members at the local school and district level will be alert to any informal indication of a problem with program implementation and take steps to address these issues immediately.

Appropriate systems and processes will be developed to collect and report required data. Data required will be collected and reported for the performance measures stated in the Program guidelines under program evaluation.

Eagle Pass ISD was the recipient of the 2014-2016 Technology Lending Program grant. When planning for the budget, students were surveyed to get an idea of how many needed Internet access at home. Although we diligently sought out the best possible pricing, one challenge and/or lesson learned from implementation of the grant was grant monies for Internet access at home was depleted within ten months. Our planning team for this grant have forecasted, and included additional monies for Internet service to ensure successful implementation throughout the funding period.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 159-901

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TAKE 5 will be a new and separate lending program to enable one grade level at two of the district's highest needs schools to have the equipment and access needed to ensure even the most economically disadvantaged students have the capability for extended learning times. However, the program is patterned after a program in existence now.

The district's migrant program currently lends devices with internet capabilities to students who have to relocate during the school year, in order for them to have access to materials and programs to help them keep up with other students and receive the interventions they may need to stay on track with their grade level. This program will be used as the model for **TAKE 5**. The process of lending the equipment, acceptable use agreements, and policies and procedures surrounding **TAKE 5** will be based on the current migrant lending program.

The Migrant Lending Program serves only students at the high-school level and **TAKE 5** will allow the lending of computers to expand to migrant 5th grade students. The **TAKE 5** Project Management Team will work closely with the migrant program's management team in the attainment of the goals of both programs. The evaluation of the success of **TAKE 5** will supply needed data for possible further expansion of the Migrant program.

Another lending program that currently exists includes the lending of technology carts to whole classrooms by allowing teachers to schedule and checkout the equipment for classroom use as teachers integrate technology into their teaching. **TAKE 5** will allow the teachers of the participating campuses and classrooms to have access to whole classroom sets of equipment and will free up the carts for other classrooms in the school. All teachers who participate in the whole class integration of technology have been given the training, software, and school-wide technology infrastructure to fully immerse technology into the student's day. All classrooms in all campuses are "intelligent classrooms" equipped with interactive whiteboards and hand-held devices (clickers) for fully interactive learning experiences. Software for all students include prescriptive and adaptive programs to allow all students to have access to personalized learning.

The difference **TAKE 5** will make for participating students is the access to equipment, Internet, and learning programs will be available 24/7. We believe this project will continue to open the door to replication of this opportunity to all.

Eagle Pass ISD was awarded the 2014-2016 Technology Lending Program grant. Two campuses received devices and internet access for students at home. Both campuses continue to provide Chromebook access to their students, and are used almost on a daily basis. For one participating campus, experiencing the successful implementation of the grant prompted them to consider expanding this technology to the rest of their student body through other funding sources. To date, they have purchased Chromebooks for 6th and 4th grade students.

Using the 2016 Snapshot District detail report, Eagle Pass ISD serves 15,030 students, 78.2% are economically disadvantaged, and 34.8% are English Language Learners.

One hundred percent of the campuses have high-speed broadband Internet access that meets current FCC target. The computing devices / student ratio is 2:1. One hundred percent of classrooms have Wi-Fi access.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 159-901

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The mission of Eagle Pass ISD is to provide all students opportunities to develop intellectually, socially, culturally, physically, and emotionally in order to become productive, contributing and responsible members of society. The **TAKE 5**, (Tools for Accessing Knowledge Everywhere) technology-lending program has been designed by the district to ensure that every student, regardless of economic obstacles, will have access to the most current instructional tools and materials available, not only in the classroom setting, but also at home. This initiative will not only provide a lending program to all 5th grade students in two high-need schools, but will also provide unique instructional and early intervention opportunities for disadvantaged students to gain critical knowledge specifically in reading and grade appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills to greatly ensure future college and career ready students prior to entering the middle school grades.

The following district goals and objectives are taken from the district's policy manual and are in compliance with Texas Education Code 4.001, 4.002. The two academic goals that will be specifically addressed with **TAKE 5** are as follows: Improve student achievement (Goal 1), Improve student preparation for college and career (graduation, completion, advanced academics, attendance, and dropout rates (Goal 2). Specific objectives that will be aligned include: Students will be encouraged and challenged to meet their full educational potential (Objective 2), Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning (Objective 9), and Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration (Objective 10).

The project also aligns to two goals included in the District School Improvement Plan that states: The Eagle Pass Independent School District will promote academic excellence by actively engaging all students in a personally challenging curriculum (Goal 5 - Academic) and The Eagle Pass Independent School District will implement technology to meet education and administrative requirements to enable students to learn to their fullest potential (Goal 8 - Technology).

Specific objectives that are aligned with **TAKE 5** are: The Eagle Pass Independent School District will provide curriculum that is rigorous, culturally diverse, student-centered, standardized, technologically infused, research-based, and data driven (Objective 5.1), The Eagle Pass Independent School District will implement an extensive assessment and evaluation system that measures student achievement, teacher effectiveness, and program success (Objective 5.2), The Eagle Pass Independent School District will monitor instruction using the state and federal accountability systems and campus implementation process to ensure that all campuses meet or exceed all accountability standards (Objective 5.3), The Eagle Pass Independent School District employees will implement and evaluate annually the integration of technology into the curriculum (Objective 8.2), and The Eagle Pass Independent School District will provide and maintain appropriate technologies, including infrastructure, hardware, and software within available funding limits (Objective 8.4).

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 159-901

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Eagle Pass ISD has developed a plan for providing Internet access to the homes of all students participating in **TAKE 5**. Using a combination of grant and local funds the **TAKE 5** Project Director will work closely with Information Technology personnel, Internet Service Providers, and students and parents to provide Internet access to all students who are in need of the service in their homes. By providing this in-home service, all participating students will have the benefit of additional instructional time using instructional software and Internet resources outside of the school day.

Sequence of Events (steps)	Responsible
Bid or negotiate with Internet Service Providers for the lowest per pupil cost of delivering Internet access to students' homes.	Purchasing Director
Meet with or contact parents of the participating students in order to determine number of connections needed.	Project Mgr.
Secure grant and local funding upon the determination of actual funds needed to complete project.	Project Mgr.
Purchase the service, connection, and or devices needed for the determined number of students.	Tech. Director
Prepare loaned computer equipment with the necessary Internet safety and virus protection software.	Tech. Dept.
Develop a plan with district and project leaders for the need to discontinue service or add additional service as needed due to possible fluctuation in numbers of participating students.	Project Mgr.
Obtain signed documentation for acceptable use of access from parents and students.	Project Mgr.
Monitor usage and prepare unacceptable usage reports for project manager	Tech Dept.

Eagle Pass ISD used the district needs assessment process to prioritize campuses with the highest need for a technology lending program. The team began by examining state test scores in reading, math, and science. Scores for each campus, grade level, and sub-group were analyzed. Our Data Analysis on student assessment indicated large numbers of 5th grade students needing accelerated interventions before and after the first administration of the state assessment. This factor led the team to focus on elementary school campuses. Careful examination of data indicated high areas of concerns for the ELL and ED subgroups. With this in mind, the team prioritized the district's elementary campus based on the criteria of:

- 5th grade state assessment scores
- % of economically disadvantaged student population
- % of student population classified as English Language Learners

Upon consideration of available funding and number of 5th grade students, the team determined that the technology-lending program could serve two Eagle Pass campuses. Using the prioritized list, the team selected H.B. Gonzalez Elementary and Ray H. Darr Elementary as the sites for implementation of the **TAKE 5** program to extend student learning time and increase academic intervention opportunities.

Both selected campuses are in the poorest southside areas in the district. These campuses were selected for inclusion in the **TAKE 5** project after thoughtful consideration of issues surrounding these unique at-risk student groups. An examination of root cause indicated that an opportunity for students to have access to scientifically research-based instruction when away from the school campus would address a fundamental need for this group of students.

Campus	Economically Disadvantaged	English Language Learners	At-Risk
H.B. Gonzalez	83.4%	63.8%	72.9%
Ray H. Darr	78.9%	47.3%	61.6%

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 159-901

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

H.B. Gonzalez Elementary School and Ray H. Darr Elementary School both follow the state's Texas Essential Knowledge and Skills (TEKS) curriculum standards. All instructional materials used as a part of **TAKE 5** are aligned with these standards. The digital intervention and support materials that will be available to students through this project provide scientifically research-based academic remediation, re-teaching, and practice to ensure that every student masters the TEKS standards. Currently implemented digital programs such as IStation, Think Through Math, Edusmart, STEMscopes, ThinkCentral, Brain Pop, and Easy Tech will be providing students participating in **TAKE 5** with a broad range of instructional modalities. Learning.com will provide course work that addresses the technology application curriculum.

All classrooms at H.B. Gonzalez and Ray H. Darr Elementary Schools are "intelligent classrooms". Teachers have had extensive professional development related to integration of technology in the classroom. The implementation of **TAKE 5** will allow teachers to expand upon their current use of technology and create a truly blended classroom learning environment where teacher led instruction is combined with digital learning experiences that are adaptive, interactive, and personalized. By providing every 5th grade student with a notebook computer, **TAKE 5** will not only expand student learning opportunities beyond the traditional school day, but will provide teachers with tools to transform the traditional classroom to a 21st century learning environment.

Students participating in the **TAKE 5** technology-lending program will follow all classroom, school, and district policies and procedures. The Technology Lending Agreement will include Responsible User Policy to be signed by parent or guardian and by the student. The Technology Lending Agreement will specify that the Internet will be used solely for educational purposes by the student, and will verify that students receiving Internet access at home have demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills. All use of district technological equipment is under the direction of the District Information Technology Services Policy and Procedure Manual, updated April 2014 and sanctioned by the Board of Trustees.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ThinkCentral is an online learning resource correlated with our reading series. The digital (website) is interactive and a dynamic learning interface for our students. The program offers all-inclusive web resources with full access to the reading series, assessments and interactive whiteboard lessons. The stories are available online so students can read to their parents and practice at home. The assessments produce instant results and are available for parents to review. We are currently implementing the content areas of reading and science in grades K-5.

IStation complements ThinkCentral with comprehensive digital instruction that maximizes students' reading fluency, comprehension and retention, and bolsters academic success for students in grades 3-8. Computer-adaptive assessments and curriculum present reading and writing in a fun, interactive way that motivates students to participate. Interest, as has been shown in the research, is an extremely important factor for reading improvement. Lack of interest in a topic, especially for students who are struggling in reading, can create a point of disconnect for the student; when interest is entered into the equation, there is potential for a vast improvement in reading. By building in consideration for interest through this digital tool we can increase buy-in from students as well as improve outcomes. Allowing for interest means that teachers can facilitate intrinsic motivation because the student can pursue a topic he or she feels passionate about, not just one that has been dictated to students. This motivation means students may work harder to read a text carefully and take time to work through more difficult passages because they want to know and understand what was in the text.

Why are digital media important to reading instruction? Reading is core content in schools and is of vital importance to learning and success in life. We are prepared and positioned to offer "success in life" to our students.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 159-901

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our District has capability to handle 1 Gigabit per second. This capability provides the district with more than sufficient bandwidth support for all current and additional technology.

Eagle Pass ISD has provided LAN and WAN capabilities at all schools in the district including H.B. Gonzalez Elementary and Ray H. Darr Elementary. In the participating campuses wireless hotspots are positioned throughout the school that ensure student accessibility to Internet and online software at any point in the school. Additionally, computer labs, computer carts, and library computers are available to students at scheduled times to allow all students to access needed curriculum programs and Internet at any time during the school day. Grant funds will allow 5th grade students at participating campuses to have wireless Internet capabilities in their home, if needed, to ensure 24/7 access to district curriculum online programs and to use Internet resources for research and as a resource for learning.

Technical Support:

- All requests for technology support are entered into the service request system.
- Technology support is provided for all school technology equipment.
- Technology requests are tracked and prioritized. All attempts are made to address requests in a timely manner.
- Requests that require a large expenditure of time and money may need to be addressed through the budgeting process and will require appropriate approval.

Local school technology staff will provide basic troubleshooting of all devices that have been assigned to that campus. In the event that the device needs more troubleshooting expertise than the local school can provide a substitute device will be loaned to the student by amending the current loan agreement with the new device number and again amended when the original device is ready to return to the student. District technology personnel will see that all devices are in working order using warranty agreements or district expertise and/or parts.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 159-901

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students participating in the **TAKE 5** technology-lending program will follow all classroom, school, and district policies and procedures. All use of district technological equipment is under the direction of the District Information Technology Services Policy and Procedure Manual, updated April 2014 and sanctioned by the Board of Trustees.

TAKE 5 allows students to check out equipment to be used for educational purposes beyond the school day. The grant-funded equipment is for educational use only and no student or family member should use equipment for personal use. All students and parents will be required to sign a form acknowledging that they have read the agreement and agree with the district's policy and regulation before equipment can be taken to a location other than a school district facility. The loan agreement includes the language that makes it clear that loaned equipment is for educational use only and not to be used for personal, commercial, or business use. The agreement also states that insurance of the devices is provided through district funding, parents or guardians must sign for responsibility of the equipment when in their child's possession, training on the use of the equipment will be provided by district and school technology personnel, the device is to be brought to school for use in the classroom as directed by the teacher, and the equipment must be returned by the due date on the agreement.

The devices purchased with grant funds will belong to the district and will be included in the district's technology equipment inventory and will be marked as such.

Local school technology staff will be responsible for the check-in and check-out process at each participating campus.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There will be two levels of administration before releasing the equipment to students that will be similar to the district's textbook lending program. The District technology department will be responsible for acquiring the hardware and preparing the devices for student use including the addition of Internet safety and virus protection software. The technology department will then provide the participating schools the equipment using the same procedures as campus distribution of textbooks. As the participating schools receive the number of devices needed to equip all 5th grade students with a digital device to use throughout the school year, an appointed person will see that the equipment is checked-out using a district technology check-out form previously designed by the current Migrant lending program. The participating students and parents must sign the form and abide by all acceptable use policies and procedures included in the Technology Use Manual.

All equipment procured under State, Local, or Federal funding falls under the District's ownership. Grant funded equipment belongs to the district and is accounted for in the district's inventory of equipment and is maintained by district technology services.

TAKE 5, Tools for Accessing Knowledge Everywhere.

For TEA Use Only

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On this date:

Via telephone/fax/email (circle as appropriate)

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